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ABSTRACT

This paper describes the educational movement toward alternative schools and suggests further sources of information concerning this change in American education. Following an analytical comparison of open and traditional schools, the author discusses some of the most important perceived problems related to open schools. Problems noted are financing, staffing, difficult students and parents, noise levels in open areas, personal space, attendance and advising, and reentry into traditional schools. An annotated bibliography includes not only related printed material but also a list of organizations that the reader may find helpful in further explorations related to free and open schools. Information is provided to the user concerning the avialability of some of the documents from the ERIC microfiche collection. (SHM)

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FREE/OPEN SCHOOLS

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"Hill School"

From the outside, Hill School looks like a comfortably-shabby home with unmistakable signs of child occupancy. Brightly-colored paintings are stuck on the windows, and "constructions" of scrap lumber and chicken wire take the place of standard playground equipment. Inside, students and teachers are winding up a weekly school meeting devoted to discussion of future field trips and a complaint from a girl about too much noise in the reading room.

After the meeting, one of the teachers drops down on a swaybacked couch ("we got it at a rummage sale") and chats about the school. "We wanted to open a place where a kid could grow in harmony with nature and his fellow man," Ken says. "Learning? Sure. Kids are naturally curious. Just give them time and freedom and they'll pick up all kinds of things." What about basics? Ken explains that the students aren't pushed to learn reading and math, but most of them pick it up, often from older students, by the time they're 8 years old. "Sometimes, when I feel a kid needs some help, I'll grab him for a work session," Ken adds.

Many of the traditional signs of school are lacking at Hill. No formal group classes are held, competition with other students is downplayed, and the teacher's role, according to Ken, is "to help kids with anything they want to learn." Instead of report cards, students get oral feedback on their progress, and parents receive yearly written evaluations.

"Look at that kid," Ken says. He points out to the back yard, where a boy swings from a tree branch. "He's been with us two months and the only thing he's done is play outdoors and occasionally drop into the woodworking shop. A pretty normal reaction of kids who come from a public school. They hated it so much that they refuse anything that even seems like learning. But give him time--he'll come around."

What do Hill students do? A quick tour shows about six children painting in the art room, while another works with a pottery wheel, handling the material with unusual self-confidence for an 8-year-old. An older boy lies on the floor strumming a guitar and talking with a friend. A teacher is approached by a child. "Hey Sue, what about going down to the harbor to watch the ships?" In a corner, another teacher with a child curled up in her lap reads aloud from a story book. Several children are eating their lunches, even though it is only 10 a.m.

When asked her reaction to the school, an older girl replies. "It's just great!" Looking around the house, she adds proudly, "You know, this is the first permanent location we've had; so far, we've moved four times in two years." She glances at the tree-swinger, now constructing a fort out of dirt and twigs. "I was like that when I first came here," she says. "Now I'm really busy. I do a lot of arts and crafts, love to read plays, and am beginning a history project. You know, Hill is what you make of it. Would I ever go back to public school? Are you kidding?"

(The above was taken from ED 044 048 - The Free Learner: A Survey of Experiment in Education by Constance Woulf, p. 4.)

INTRODUCTION

The most pervasive change in American Education today is the attempt to "open" it, to free the educational experience from a lock-step of questions with right answers, grades, assignments, bells, hall passes, desks bolted to the floor, hierarchies of superintendents and principals and their assistants and coordinators and supervisors. Creativity, spontaneity, naturalness, simplicity, self-awareness, and new consciousness are the watchwords of this "greening," which is as significant in American life in general as it is in education. In education the "greening" has given rise to a myriad of experiments known as "Open," "Free," or "Alternative" schools. It has also given rise to an even wider variety of modifications of existing schools: ungraded primary schools, open corridors, open space schools, schools without walls, and outdoor education.

This paper is neither a defense nor a critique of such schools. Rather, it attempts to describe the movement analytically and suggest further sources of information for students, parents, teachers, and others. While the information will be useful to those trying to open existing schools or trying to start new schools, no how-to-start-a-school recipe is given here. The hope is, rather, that in understanding the wide scope of the movement, those who want to start New/Open/Free/Alternative schools or who want to open existing schools will be able to avoid some of the mistakes and failures of others and will be better able to achieve their particular goals.

After an analytical comparison of open and traditional schools, this paper discusses some of the most important perceived problems related to open schools. The literature of the movement is widely scattered and rapidly changing, but we have listed at the end of this paper the literature and organizations we have found useful and some we have only heard about. The list should contain something for everybody--everybody who is interested, anyway.

ERIC/ChESS is concerned with making available as widely as possible information on new developments in education within its scope. The socialization of children in school is a significant part of that scope. The free or open social atmosphere of these new schools is designed to socialize

children differently from traditional schools. The research on the influence of "school organizational climate" has only started. However, teachers and parents will assert that the ambient love, trust, freedom, and informality of their open school is a much more powerful socializing influence than any amount of study of history, geography, sociology, psychology--or whatever. There is reason to believe that the research--when enough has been done to be conclusive--will bear them out.

A Note on Terminology

The range of words used to describe these different educational institutions is bewildering to the beginner and frustrating to the scholar.

New schools	Schools without walls
Open schools	Humane education
Open classrooms	Informalism
Free schools	Curriculum of affect
Alternative schools	Radical school reform
Community schools	Non-schools

All these terms are used to identify what is going on. The variety reflects in part the wide range of things going on, in part the newness which precludes general agreement on the meaning of symbols. Many of the people involved enjoy using language imaginatively, giving new meanings to words and phrases. We still use the term "open" school to cover the wide range. But any attempt to pin down these words with precise definitions would be like being exact about describing a cloud--constantly changing and entirely out of one's control.

What Are Open Schools? An Analytical Description

When we have been asked what makes an open school, we have been unable to give a satisfactory short answer. We have found a number of ways in which free and open schools differ from traditional schools. Not all traditional schools are as extreme as the picture we develop below. Likewise, not all free and open schools are as extreme as the stereotype described. There is a continuous gradation from one to the other. However, most free and open schools are significantly different along several of these continua from most traditional schools in their region.

We describe the two extremes on opposite pages, knowing that most schools fall somewhere between them.

Traditional Schools:
Custodial and Managerial Aspects

There is a closed organizational climate with a clear chain of authority. Power is vested in the superintendent, principal, or headmaster and delegated through an established hierarchy to the teacher at the bottom. Teachers feel almost powerless. Students know they wield no power, exert no influence over significant decisions.

Attendance is compulsory, based upon fear of penalties. Publicly employed truant officers enforce school attendance in extreme cases. Discipline is strict, often codified. It is controlled by the administration and enforced by the whole staff. Parents are called upon to support the staff with home pressures when needed.

Time schedules and allocation of space and curriculum are tightly structured and controlled, with most decisions being made by the administration. A clear distinction is made between class and recess, between work and play. Even play may be closely supervised and structured by the staff. There is an atmosphere of rigidity about the whole system.

Traditional schools tend to be large--often several thousand--impersonal, and "efficient." There is a high student-teacher ratio. Classes are large enough so that teachers regret they cannot get to know their students individually, and students come to feel that they are treated more as numbers than as persons. This is enhanced by the interpretation of justice within the system--that everyone should abide by the same rules, receive identical punishment, be judged by the same criteria. Individualization is interpreted as each student working alone on identical tasks or workbooks. There is a tendency to pretend that minorities do not exist, that students are a homogeneous group.

Careful records are kept by a registrar. Graduation is achieved by the accumulation of credits signifying successful completion of courses.

School activities tend to be entirely indoors within the walls of the building, except for scheduled recess. Field trips are discouraged. Students must be accounted for at all times. Quiet study is the norm.

Buildings generally have been designed to serve as schools with most of the space divided into classrooms for 25 to 40 students.

Open Schools:
Custodial and Managerial Aspects

Everyone in the school, staff and student, feels autonomous. Administrators--if any--are indistinguishable from teachers. Policy decisions are reached by consensus within the school community, which includes parents and students as well as staff. Democratic procedures grade off to anarchy.

Attendance is voluntary and based on student interest, satisfaction, and/or fun. Discipline, if any, is peer administered and is largely confined to preventing hurting of and interference with others.

Students have a great deal of influence on curriculum--choosing what they want to do when. Staff encourage, suggest, inspire, and set examples, but do not coerce in any way. There is little distinction between work and play. Students feel as though they control the whole time allocation. There is an atmosphere of flexibility about the whole situation.

Free schools tend to be small, rarely over 100 and often less than 30 students. There is a low child-adult ratio, often five to one or even lower. Little attention is paid to efficiency. Learning tasks are often set aside in favor of the quality of interpersonal relationships. The schools are highly personalized, with everyone "knowing" everyone else. Both staff and students are recognized as individuals with individual needs and abilities. Judgments are based upon these individual differences. Individualization is interpreted as each student working on what he wants (needs) to do at his own pace, alone or in a group.

Record keeping is given a low priority. Graduation may or may not exist, but completion of school is based upon intellectual and emotional readiness to move on, to take the next step. This may reflect the assessment that the student has learned about all he can in the one school or that he is capable of handling the challenges of the next one.

Activities spill out of the building into the outdoors easily. Both field and community environments are considered valuable learning resources. A high noise level is characteristic.

Buildings occupied generally are or were built and used for other purposes such as homes, churches, warehouses. Classrooms are not common

Adults present are mostly certified teachers who consider themselves professionals. Pay, while not high compared to medicine and law, is well above clerical [illegible]. Parents do not participate actively in the school's program. Volu[illegible]e frowned on. Relatively little cross-age (or even same-age) help[illegible] takes place.

but the division of space for specialized purposes is characteristic: quiet room and library, science and/or craft projects room, and the like.

Parents and volunteers regularly assist teachers and work directly with children in the school program. Individuals with specialized skills--musicians, potters, and the like--are encouraged to visit and help. Custodians and school bus drivers often show previously unsuspected talents. Parents also participate actively in other aspects of the school: finance, facilities, hiring. Teachers are usually poorly paid, often at a subsistence level. Teachers frequently have little training or school experience. They shun professionalism and sometimes identify more closely with the children. The process of children teaching children is encouraged and respected.

Traditional Schools:
Social Status and Social Relations

In traditional schools there is a strong tendency toward homogeneity. Residential segregation has left local schools with students of similar socio-economic, racial, and ethnic characteristics. Age grading is almost universal. Rarely is there a range of ages of more than three years in any one class. Parochial and independent schools often achieve similar homogeneity by admission requirements and tuition, extending the homogeneity to sex segregation: exclusively boys or girls. Tracking increases the homogeneity within the school.

Classroom social relations are dominated by the teacher-to-the-whole-class relationship. Lecture, reading assignment, recitation, and quiz make up the dominant teaching paradigm. Students sit in rows facing the teacher. Students are discouraged from teaching each other. Helping is often interpreted as cheating.

The school takes responsibility for training in and enforcement of proper "manners." Teachers set a normative example of dress, grooming, and both oral and written language. Staff members are encouraged to keep a considerable social distance between themselves and the students. Students address teachers respectfully, using a proper salutation and last names only. Dress codes (even uniforms) and other behavior codes (smoking, other drugs, sex) are clearly spelled out.

Open Schools:
Social Status and Social Relations

A positive value is placed on heterogeneity, although the parents who seek out free and open schools tend most often to be found among the middle class. A racial and socio-economic mix is encouraged and sometimes actively promoted by recruiting and scholarships. Boys and girls of different ages are usually together.

Lectures are rare, as are recitations and quizzes. Teachers rarely work with the whole group; rather they work with individuals and small groups. Student-to-student relations are encouraged. Flexible seating arrangements are available. Often everyone prefers to sit on the floor.

The school community is careless about manners. A variety of life styles is expected. Normative exemplary behavior is expected of teachers with respect to affection, patience, and creativity, but not with respect to dress, grooming, and language. Social distance is minimized. Everyone is called by his/her first name. At primary levels sex play is treated as a stage which will pass. At secondary levels there may be considerable tolerance of experimentation with drugs and sex.

Traditional Schools:
Indoctrination and Value Formation

There is a considerable emphasis upon tradition. Traditional forms and norms are accepted with or without any awareness of this acceptance. Traditional values are openly inculcated. Religious instruction in a particular religion may be a part of the curriculum. Formalism pervades the school, including celebrations which tend to be ceremonial.

Whether recognized or not, the school experience teaches obedience, accommodation to "the system," becoming accustomed to authority. Counsellors and advisors try to fit the individual to the institution and the system.

The we/they distinction between staff and students has serious (often overlooked) value implications. In asserting authority the staff encourages subservience on the part of students. In enforcing rules that students have not had a significant part in making and from which students feel alienated, staff must set up patterns of surveillance and enforcement which result in attitudes of suspicion and mistrust. Cruelty by staff against students is widely tolerated; students come to expect it and build defenses of disdain, cynicism, and disinterest.

Knowledge and cognitive skills are ends in themselves. Logic and reason are emphasized. Emotion is suppressed or controlled. There is a conspiracy of silence about feelings and emotional issues. Hypocrisy is tolerated. Little or no overt attention is paid to interpersonal communication skills.

Open Schools:
Indoctrination and Value Formation

A positive value is put upon change. There is an introspective concern for the how and why of education and other social processes. There is a readiness to question values--traditional values as well as one's own particular values. Different value positions are studied and experimented with. Informalism and naturalness pervade the whole community. Spontaneous celebrations are preferred.

Parents and teachers as well as students are likely to be in protest against "the system." Disobedience is accepted. Authority is resented. Advising tends to encourage individual growth and fulfillment, possibly promoting potential discord with institutional and general cultural norms.

Trust is considered essential to learning from each other. In the hiring of open school staff, extreme care is exerted to be sure the teacher has a loving and trusting approach to children. Few problems in achieving a trust relationship are found with very young children. However, transfers from traditional schools often require months of gentle hands-off treatment before they get into the spirit of the school. Cruelty by staff is not tolerated. Cruelty by children is discouraged. Parents and staff have faith that the trusting atmosphere will have lasting effects on the personality and value structure of the child.

"Being" is the ultimate goal, taking precedence over "becoming" or "knowing." Knowledge and cognitive and communication skills are means toward the end, "being." Emotions and feelings are recognized as significant parts of behavior and are encouraged to surface. There is an emphasis upon honesty and openness, "letting it all hang out." Some attempt is made to teach interpersonal communication skills.

Traditional Schools:
Education

In most traditional schools it is assumed that the child must be "made" to learn. The teacher has the knowledge and inscribes it on the student's mind. The teacher demonstrates the skill and the child learns it by mimicking. Errors are bad and students should be punished for making them. They could be avoided by proper planning and study. Accountability is defined in terms of the student's having learned what the teacher expected.

Schooling is a straight and narrow path leading to a gate called graduation, which opens to success in "real life." Fear of failure to get through that gate is a major motivation. Classrooms and the school as a whole use competition and invidious comparisons as intermediate motivators. Zero-sum games and competitive sports are characteristic.

School overwhelmingly emphasizes verbal learnings for their own sake. Textbooks and written references are major sources of data. Deductive reasoning and logical proofs from accepted authority are characteristic. Role memorization, drill, and single right answers prevail. Learning proceeds at a common pace. Slow learners are marked down, for rapid learning is valued.

The faculty feel responsibility for passing on the organized body of knowledge to the next generation. Traditional academic subjects are considered intrinsically valuable and are taught separately. Opportunity to question their value is rarely given. Application of learning or subject matter to practical or "real life" situations is limited.

Traditional school staffs assume that most important knowledge and expression already exists, and further that children must know what exists before they can add anything worthwhile. Thus while lip service may be paid to creativity, there is a constant damper on original, new, and creative expression.

Education in traditional schools is based primarily on pencil and paper tests, with great emphasis upon numerical or letter grades. So much is at stake with grades that the teacher feels it crucial to have written objective evidence with which to justify the grade assigned. There is a conscious attempt to exclude subjective knowledge about the students' learning.

Open Schools:
Education

Most free school staff and parents have a profound faith in the child's natural curiosity and his ability to learn from his own investigation. They believe that inquiry engenders more inquiry. The teacher diagnoses learning levels and problems, enriches the environment for learning, stimulates, helps, supports, loves. Errors are considered a necessary part of the learning experience. Rather than punish for mistakes, successes should be positively reinforced. Accountability is defined in terms of the individual student's growth.

School is an integral part of life--somewhat protected, perhaps--where one is free to grow and develop, to widen horizons. Cooperation rather than competition is encouraged, toward the achievement of individual and group potentials. Positive-sum games with win-win solutions are sought. Less competitive sports and physical activities are characteristic.

The staff consider that valuable verbalizations are reorganizations of preconscious learning which has already taken place in previous experience, much of it in "play." Verbalizations which do not relate to previous experience are considered empty and soon forgotten. School carries at least a much responsibility to provide the experiences as it does to encourage the verbal learning which allows the child to share the experience with others. Data come from varied sources, including the tangible world as well as from books. Intuitive and inductive leaps are valued at least as much as logic. Ambiguous and multiple solutions are expected. Self-pacing is provided for. Rapid learning is valued but not emphasized.

There may be a genuine concern for the development of quantitive and verbal skills, but rarely is any given body of subject matter considered more valuable than any other. Students are encouraged to follow their interests, which are assumed inevitably to lead them into skills of observation, analysis, and expression. Staff take responsibility for providing a rich and stimulating environment, materials and tools to work with. Staff should stimulate curiosity but not prescribe content. It is assumed that play will lead to study and may progress to action.

The staff believe that the synthesis of learning and experience is unique in each individual. They hold creativity high on their value scale and believe it is easily discouraged. They count on the joy of original expression as a significant motivation toward further expression and study. They have faith that some intrinsic drive toward quality will cause the child to search out the necessary knowledge and experiences to refine and improve his creative abilities.

Most open schools do not use grades. There is little formal evaluation and what there is is based on behavioral evidence rather than "artificial" tests. Staff members put a negative value on being judgmental. In lieu of grades there is often careful observation of the child and his development, with written and/or oral reporting and discussion of these observations to parents and other staff. The child may be included in these discussions.

FREE & OPEN:
Some Common Problems

Almost any aspect of school is, or can be, a problem. As long as one has not achieved perfection there is room for improvement. But perceived problems--places where the school staff, students, or parents feel they should be doing better, given the circumstances--are still numerous.

Money

Nearly every free school has problems with money. In this regard they are not so different from other private schools in a society where the norm is tax support. But traditional private schools have either had institutional church support or they have appealed to wealthy families by offering a combination of educational and social status benefits.

Free and open schools, in contrast, have been patronized by a mix of largely middle-class families, many of whom have rejected all or parts of the materialism and status consciousness of the majority culture. Such families normally do not have much margin of income over perceived needs.

Though in one free school tuition is scaled at 9% of the family's annual income, most try to get by on a low flat tuition, often less than $50 per month. This is supplemented by appeals for donations and by fund raising benefits of many kinds.

The desire to give scholarships to low income families, in part to achieve racial diversity, aggravates the financial problem.

Balanced against these needs is the willingness to get by with what would be considered inferior facilities and equipment by most public schools. The freedom from curriculum restraints and rigid procedures reduces the space, furniture, and textbook requirements of the open school. "Do it yourself" is as educational in school as it is at home, and this can apply to playground equipment, readers, and private spaces (in lieu of lockers and desks).

Staff

The selection of teachers may not be any more serious a problem for free and open schools than it is for traditional schools--but it is a serious

problem. There are large numbers of people eager to fill the few positions. Many are willing to work as volunteers or for low salaries.

Two quite different personality problems show up frequently. One is the teacher who wants to be child-like, who enjoys playing and exploring with the children. Since all of the children's experience is learning experience, such a teacher sees little role differentiation for the teacher. Such persons do not want to exert adult leadership in the school milieu.

The other personality problem lies at the other end of the spectrum--the person who needs to give commands and have them obeyed. This problem is not restricted to authoritarian types. Most of us adults enjoy (and are accustomed to enjoying) the response of others to our assertion of power. This is especially true of those of us who have chosen teaching as a career. But, there is no room in the open school for "everyone in their seats and do the odd numbered questions on page 37."

How does the hiring committee find those few individuals who are somewhere between these two problems, who can diagnose stages of learning development and suggest appropriate next activities, who can model skills in a way that youngsters want to imitate, who can figure out how to improve a learning area which is not being much used, who can encourage youngsters to take on small increments of responsibility, who can help children with their own self-evaluation?

Difficult Kids

Student recruitment is also a problem. Stated simply, free schools just don't draw a representative sample of youngsters. Children who are doing well in public school usually don't get transferred to open schools. Of those who are having problems, many blossom in the open school environment. But some have serious problems. How many "problem children" can an open school stand? Every open school must choose its own answer to this question.

Difficult Parents

Open schools generally emphasize the importance of parent involvment in the school. Many expect a regular commitment of "co-op time" from every parent. Most have a high degree of participation of parents in setting

policy and school governance. Parents who choose open schools for their children are usually disillusioned and often alienated from the majority culture. While many are deeply dedicated to the open school movement, a few disruptive personalities can make serious problems.

Noise and Quiet

A group of problems derives from the unstructured nature of the school. Noise levels in self-contained classrooms of conventional schools can be directly managed by the teacher in charge. In open schools noisiness is expected, but is incompatible with some aspects of learning. Characteristically this is dealt with by segregating the noisy and quiet activities--specifying a given room or rooms as quiet areas reserved for quiet activities.

Personal Space

In a traditional school, the student has a locker and a desk in the home room which can be considered personal space. It may not be enough of a "turf" to be at ease, but it is something. In a free school there is no home room and usually no desk. Many children feel ill at ease if there is no place to call their own. While some schools have not solved this problem, others have by allocating space for private use.

An ingenious solution at the Warehouse School in Boston is used in modified form by many. Four-foot cubes are constructed out of plywood with one side left open. Each child has the use of one such cube. Decorations, location, furnishing are left up to the child. Some cubes were well furnished and curtained. Others were combined to make a space 4' x 8' for two students. The school had to make a rule that no cube could be completely closed, lest in the event of fire or other emergency a child inside might be overlooked.

Keeping Track of the Students

Finally, there is the area of keeping track of who's there and who isn't, and the closely related problem of advising. Attendance records are not a part of most free school procedures. But even the freest feel some responsibility to know where the children are most of the time when they

are not with their parents. This is not a serious problem with 20 or so students. Any child would soon be missed. But as the number grows past 40 it is beyond the capacity of any one teacher to keep track in all the hubbub and confusion.

One solution is to have the student pick an advisor from the staff to whom he goes to for advice on educational and personal matters. This advisor is responsible for knowing the whereabouts of the children who have chosen him or her as an advisor.

Re-entry into Traditional Schools

A problem which seems more apparent than real is re-entry into traditional schools. When the occasion arises, children who have been in free schools seem to go back into traditional schools without much trouble. Those who have built a stronger self-image are better able to take the pressures of usual classrooms than they were before they built this image. Reading and arithmetic skills are generally well within the range represented in the normal classroom. Traditional schools generally are willing to take the recommendation of the free school staff as to grade level placement of the child. Accreditation has been little or no problem.

WHITHER FREE AND OPEN SCHOOLS?

Some are predicting the demise of the public school as it is known today. They see institutional inflexibility and resistance to change that leaves concerned individuals powerless except to challenge the entire system. Others foresee an increase in and legitimization of options and alternatives, with public support of the unorthodox options through some such means as a voucher plan. Still others see the public school of the future being profoundly influenced by the free/open school movement, challenged to build into its own structure a greater variety of options for learners and teachers, even forced to respond to more humanistic needs by both the students and the staff who have become aware of their power and are learning how to use it.

If existing schools can change, if they can be appealed to, stimulated, shamed, convinced, led, confronted, or harrassed into critically examining their programs and processes with the help of those who are experiencing the excitement, challenge, and enthusiasm generated by these free and open schools, then public education may move ahead to a higher level. The innovations will become institutionalized and supported, and the unique contribution of the free school will have been made.

Should this occur, and there are some signs that it may be occurring in an increasing number of public schools, will the free school movement then just fade away? Many such alternative schools will undoubtedly cease to operate. Lack of substantial financial backing, permanent staff, physical facilities and stable enrollment make survival difficult. Yet...there will always be a need for some mechanism by which the new orthodoxies can be challenged, an escape valve for the charismatic and innovative teacher or administrator whom the system can no longer accommodate, a way in which alternatives that are beyond the vision of the institutionalized school can be tested.

Let us hope that the alternative school, now accepted as a legitimate part of the educational picture, will continue...freeing teachers and students to dream, to explore, to attempt new pathways that may lead to a better way.

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The items listed in the following pages include not only printed material but also organizations that the reader may find helpful in his further explorations related to free and open schools. Most of the items have a short annotation giving the major purpose of the source or resource.

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BOOKS AND ARTICLES

Alternative Schools: A Practical Manual. Center for Law and Education, Harvard University, 61 Kirkland Street, Cambridge, Massachusetts 02138. May 1971. 105p.

BAILEY, Stephen K., The City as Classroom. 1971. Available only through ERIC. ED 049 983. Speech given at the Annual Convention of the New York State Council for the Social Studies, April 1971, giving a rationale for utilizing the city as a place to learn.

BARTH, Roland S., "So You Want to Change to an Open Classroom." Phi Delta Kappan. 8th and Union, Box 789, Bloomington, Indiana 47401. October 1971. p. 97-99. A well-organized, consistent, teacher-directed classroom probably has far less harmful influence upon children than a well intentioned but sloppy, permissive, and chaotic attempt at an open classroom in which teacher and child must live with contradiction and conflict.

BIRMINGHAM, John, ed., Our Time is Now: Notes from the High School Underground. Praeger Publishers, 111 Fourth Avenue, New York, New York 10003. 1970. 262p. Contains excerpts from high school underground newspapers from all over the country. The editor was a high school senior at the time of writing.

BLACKIE, John, Inside the Primary School. Her Majesty's Stationery Office, 49 High Holborn, London WC1, England. 1967. 148p. Describes how the British primary schools have developed, how they are organized, and what children in them learn.

BOSS, Richard, "Alternative Forms of Schooling: Open Schools on the British Model." Educational Leadership. Association for Supervision and Curriculum Development, 1201 16th Street, N.W., Washington, D. C. 20036. February 1972. p. 391-401.

BOULDING, Elise, New Approaches to Learning: Alternative Education and Open Schools. Commission on Science Education, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 1971. 23p. ED 051 052. Focuses on experiments within the public school system involving a reconceptualization of the role of the school in the educational process.

CAPRON, Barbara, Stanley Kleiman, and Tedd Levy, "Alternative Schools: Agents for Change?" SSEC Newsletter, #13. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. May 1972. p. 1-6. Discusses

trends in the alternative schools movement, based on visits of the authors to both traditional and alternative schools throughout the U.S. during 1971-72.

CHANNON, Gloria, Homework: Required Reading for Teachers and Parents. E.P. Dutton and Company, Inc., 201 Park Avenue, South, New York, New York 10003. 1971. 128p. Reviewed in Saturday Review, April 17, 1971. Powerful descriptions of trials of a classroom teacher and interpretation of teacher cruelty as a derivative of masochism. "..oppressed by their burden of guilt, they rid themselves of it, in self-defense, by participating actively in the destruction of the children."

Children and Their Primary Schools. A report of the Central Advisory Council for Education. Vol. I, The Report. Her Majesty's Stationery Office, 49 High Holborn, London WCI, England. 1967. 556p. A major document in the opening of British schools.

DENNISON, George, The Lives of Children: The Story of the First Street School. Random House, 201 East 50th Street, New York, New York 10022. 1969. 308p. Description of the operation of a low-budget school and suggestions for how to go about setting up an alternative school.

ELLIOTT, David L., Beyond "Open Education": Getting to the Heart of Curriculum Matters. ERIC Clearinghouse on Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. 1971. 31p. ED 056 756. A thoughtful paper developing a model for open education.

"Exploration in Education." Media and Methods, North American Publishing Company, 134 N. 13th Street, Philadelphia, Pennsylvania 19107. September 1971. 92p. The issue of Media and Methods contains a large annotated listing for alternative and humanistic education including books, films, tapes, simulations, classroom exercises, curriculum materials, journals, and magazines.

FEATHERSTONE, Joseph, "Why So Few Good Schools?" New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. January 4, 1969. p. 18-21. Featherstone's articles in The New Republic have provided a continuing and thoughtful source of information and reflection on the situation of American education and the open schools movement.

FEATHERSTONE, Joseph, "Schools for Learning." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. December 21, 1968. p. 17-20.

FEATHERSTONE, Joseph, "Experiments in Learning: Reading and Writing in British Junior Schools." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. December 14, 1958. p. 23-25.

FEATHERSTONE, Joseph, "Teaching Teachers: A Utopian Bulletin." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. December 7, 1968. p. 21-23.

FEATHERSTONE, Joseph, "Storefront Schools in Harlem." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. September 7, 1968. p. 21-27.

FEATHERSTONE, Joseph, "Education: Notes on Community Schools." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. December 9, 1967. p. 16-17.

FEATHERSTONE, Joseph, "Teaching Children to Think." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. September 9, 1967. p. 15-19.

FEATHERSTONE, Joseph, "How Children Learn." New Republic, 1244 19th Street, N.W., Washington, D. C. 20036. September 2, 1967. p. 17-21.

FEATHERSTONE, Joseph, "Schools for Children: What's Happening in British Classrooms." New Republic, 1244 19th Street, N.W., Washington, D.C. 20036. August 19, 1967. p. 17-21.

FOX, Robert S., and **Ronald Lippitt,** The Human Relations School. Center for Research on Utilization of Scientific Knowledge, University of Michigan, Ann Arbor, Michigan 48104. 1968. 23p. ED 055 933. Sketches a model for a Human Relations School.

FOX, Tom, The Rise of Alternative Schools: Implications for Social Studies Education. School of Education, Stanford University, Stanford, California 94305. February 1971. 13p. Mimeo. ED 049 116. Reviews what some leading critics of public schools say about the social studies curriculum and suggests implications of the free school movement for social studies.

GATTEGNO, Caleb, What We Owe Children. Outerbridge and Dienstfrey, 200 W. 72nd Street, New York, New York 10023. 1970. 118p. Argues for "the subordination of teaching to learning."

GLASSER, William, M.D., Schools Without Failure. Harper & Row Publishers, Inc., 49 E. 33rd Street, New York, New York 10016. 1969. 228p. Discussion of how schooling tends to intensify some children's negative feelings about themselves and suggestions for remedying this situation.

GLINES, Don E., Creating Humane Schools. Campus Publishers, Box 1005, Mankato, Minnesota 56001. 1971. 281p. Provides guidelines for implementing change in schools, drawing on example of the Wilson Campus School, the laboratory school of Mankato State College. (Revision of "Implementing Different and Better Schools," 1969, ED 039 926.)

GOODMAN, Paul, "What Rights Should Kids Have?" New York Review of Books, 156 5th Avenue, New York, New York 10010. September 23, 1971. p. 20-22.

GOODMAN, Paul, New Reformation: Notes of a Neolithic Conservative. Vintage Books, Random House, 201 E. 50th Street, New York, New York 10022. 1970. 208p. The second part of this three-part general critique of modern American society deals with education.

GREENWAY, Robert, and **Salli Rasberry,** Rasberry Exercises: How to Start Your Own School (and Make a Book). Freestone Publishing Company, 440 Bohemian Highway, Freestone, California 95472. 1970. 136p. ED 053 007. Surveys the philosophy, methodology, and mechanics of free schools and offers detailed suggestions on how a free school might be organized and administered.

GROSS, Beatrice, and **Ronald Gross,** eds., Radical School Reform. Simon and Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York, New York 10020. 1969. 350p. ED 048 934. Contains articles by a number of radical thinkers and educators offering a comprehensive examination of the nature of the school crisis and ways of dealing with it.

HARMAN, Willis W., "Nature of Our Changing Society: Implications for Schools." Part I of Social and Technological Change: Implications for Education. Philip K. Piele and Terry L. Eidell, eds. Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403. 1970. p. 1-67. A carefully reasoned view of cultural trends in the society and their implications for schools.

HART, Harold H., ed., Summerhill: For and Against. Hart Publishing Company, 510 Avenue of the Americas, New York, New York 10011. 1970. 271p. A collection of critical evaluations of A.S. Neill's Summerhill.

HAWKINS, Frances Pockman, The Logic of Action: From a Teacher's Notebook. Mountain View Center for Environmental Education, University of Colorado, Boulder, Colorado 80302. 1969. 148p. The author's observations on the nature of children's learning processes, based on her work with six deaf children.

HERTZBERG, Alvin, and **Edward F. Stone,** Schools are for Children: An American Approach to the Open Classroom. Schocken Books, 67 Park Avenue, New York, New York 10016. 1971. 232p. A survey of British primary education and suggestions of how to implement that model under American conditions.

HOLT, John, What Do I Do Monday? E.P. Dutton & Company, Inc., 201 Park Avenue, South, New York, New York 10003. 1970. 320p. A follow-up to Holt's other books (How Children Learn, How Children Fail), this book offers resource materials and ideas for teaching specific concepts and skills.

Informal Schools in Britain Today. Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 W. 44th Street, New York, New York 10036. 1971. A series of 23 booklets.

IVEY, Allen E., et al. Human Interaction: A Behavioral Objectives Curriculum in Human Relations. School of Education, University of Massachusetts, Amherst, Massachusetts 01002. 1970. 76p. ED 051 113. Building from materials in sensitivity training, traditional human relations programs, and behavioral psychology, the curriculum provides a systematic, graduated set of human relations exercises for training teachers.

HASSETT, Joseph, and **Arline Weisberg,** Open Education--Alternatives Within Our Tradition. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1972. A valuable resource for teachers beginning to open up their classrooms, the book is full of practical suggestions on creating the environment.

KOHL, Herbert, The Open Classroom. New York Review/Vintage Book, 156 5th Avenue, New York, New York 10010. 1969. 116p. Guide to setting up alternatives within traditional school systems.

LESSINGER, Leon, Every Kid a Winner. Simon and Schuster, Inc., 630 5th Avenue, New York, New York 10020. 1970. 239p. A proposal for "educational engineering" emphasizing "each child's clear-cut mastery of the essentials rather than...the spurious distribution of students along a bell-shaped grading curve."

LURIE, Ellen, How to Change the Schools: A Parents' Action Handbook on How to Fight the System. Random House, 201 E. 50th Street, New York, New York 10022. 1970. 293 p. with index. A practical guide to parents wishing to work within the existing educational system to change it.

MEAD, Margaret, "The Future: Prefigurative Cultures and Unknown Children," Chapter 3 of Culture and Commitment: A Study of the Generation Gap. Natural History Press, Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, New York 11530. 1970. 91p. Discusses the "prefigurative culture" in which the past is instrumental rather than coercive.

MOORE, Donald R., et al. The Metro School: A Report on the Progress of Chicago's Experimental "School Without Walls." Urban Research Corporation, 5464 S. Shore Drive, Chicago, Illinois 60615. 1971. 99p. ED 054 044. Contains description of the course offerings, rationale and objectives, and progress during the first semester of operation.

MOUSTAKAS, Clark, The Child's Discovery of Himself. Ballantine Books, Inc., 101 Fifth Avenue, New York, New York 10003. 1966. 242p. Descriptions by ten psychotherapists of their experiences with children "who represented a significant challenge, provoked unique encounters, and initiated a process of awareness and enlightenment."

Open Education at EDC. Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. Fall 1971. A catalogue of films and publications.

Pennsylvania Advancement School: Report on the First Two Years. Philadelphia Advancement School, 5th and Luzerne, Philadelphia, Pennsylvania 19140. 1969. 84p. ED 041 964. Report on an experimental curriculum and staff development project for seventh and eighth grade underachieving boys.

PERRONE, Vito, Open Education: Promise and Problems. Phi Delta Kappa Fastback Series #3, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, Indiana 47401. 1972. Perrone, Dean of the New School of

Behavioral Studies in Education at the University of North Dakota, discusses the open classroom--what it is, how it works, the kinds of materials appropriate for use there, and so forth.

POSTMAN, Neil, and **Charles Weingartner,** Teaching as a Subversive Activity. Delacorte Press, Dell Publishing Company, Inc., 750 Third Avenue, New York, New York 10017. 1969. 219p. A witty book suggesting that schools should be a sort of "antibureaucracy bureaucracy" and how this might be done.

REIMER, Everett, School is Dead. Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017. 1971. 216p. A critical examination of the present American school system.

RESNIK, Henry S., "Promise of Change in North Dakota." Saturday Review. April 17, 1971. p. 67-69, 79-80.

RIORDAN, Robert C., Alternative Schools in Action. Phi Delta Kappa Fastback Series #11, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, Indiana 47401. 1972. Descriptions of the Cambridge (Massachusetts) Pilot School and Metro High School in Chicago as examples of the alternative schools movement.

SAMPLES, Robert E., "Toward the Intrinsic: A Plea for the Next Step in Curriculum." American Biology Teacher. March 1970. p. 143-148. Argues against the coercive, behavioralist approach to education and for more attention to the affective bases of learning.

SAXE, Richard W., Opening the Schools: Alternative Ways of Learning. McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704. 1972. 400p. Contains articles discussing out-of-school learning and other alternatives.

SILBERMAN, Charles, Crisis in the Classroom: The Remaking of American Education. Random House, 201 E. 50th Street, New York, New York 10022. 1970. 563p. A sort of a "classic" in the alternative schools movement, critiquing current American education and examining some alternatives.

SPODEK, B., Extending Open Education in the United States. University of Illinois, Champaign, Illinois 61801. 1970. 18p. ED 038 182. Contrasts the educational ideology and administration of the person-oriented English Infant School and the object-oriented traditional American primary school.

WEINSTEIN, Gerald, and **Mario Fantini,** Toward Humanistic Education: A Curriculum of Affect. Praeger Publishers, 111 4th Avenue, New York, New York 10003. 1970. 230p. ED 049 965. An argument and model for implementing humanistic education in public schools at all levels, based on the Ford Foundation's Elementary School Teaching Project.

WOULF, Constance, The Free Learner: A Survey of Experiments in Education. March 1970. 5p. Mimeo. Source not known; available only through ERIC.

ED 044 048. Survey of classrooms in San Francisco Bay Area that are run on the free learner principle.

YANKELOVICH, Daniel, "The New Naturalism." Saturday Review. April 1, 1972. p. 32-37. Naturalism in the youth culture is described and three themes stressed: community, anti-intellectualism (sensory awareness), and search for what is sacred in Nature.

NEWSLETTERS AND PERIODICALS

Big Rock Candy Mountain: A Learning to Learn Catalog. Portola Institute, Inc., 1115 Merrill Street, Menlo Park, California 94025. Fashioned after the Whole Earth Catalog, this catalog reviews resources related to five areas: learning process, educational environments, home learning, classroom materials, and self-discovery. Though Mountain ceased publication in 1971, copies can still be obtained at bookstores and newsstands.

Changing Schools. National Consortium of Educational Alternatives, School of Education, Indiana University, Bloomington, Indiana 47401. A newsletter which focuses on the development of options (alternative schools) in public education.

EdCentric. Center for Educational Reform, 2115 "S" Street, N.W., Room 32, Washington, D.C. 20008. This magazine is the basic publication of the Center for Educational Reform, which serves as a clearinghouse for information about radical educational reform.

ES/ESTPP Newsletter. Earth Science Educational Program, Box 1559, Boulder, Colorado 80302. Usually contains a vivid, fun poster, as well as articles and resource information about affective education.

Insights. New School of Behavioral Studies in Education, University of North Dakota, Grand Forks, North Dakota 58201. Contains reflective articles on education as well as information about the New School's educational and community projects throughout the state of North Dakota.

KOA Newsletter. Communications on Alternatives, 2411 Lorillard Place, Bronx, New York 10458. Articles and resource information on alternative schools.

The Modern Utopian. Alternatives, P.O. Drawer A, Diamond Heights Station, San Francisco, California 94131. Reports on communal attempts to create an alternative life style.

The New School of Education Journal. 3657 Tolman Hall, University of California, Berkeley, California 94720. A relatively new publication on radical orientations to education.

New Schools Exchange Newsletter. New Schools Exchange, 301 E. Canon Perdido, Santa Barbara, California 93101. ED 053 056. Contains a

supplement to the Directory of New, Innovative Schools in the United States and Canada.

New Schools Manual. New Directions Community School, 445 Tenth Street, Richmond, California 94801. A guide to starting one's own school, with emphasis on legal and financial details.

No More Teachers' Dirty Looks. Bay Area Radical Teachers' Organizing Committee (BARTOC), 1445 Stockton Street, San Francisco, California 94133.

Open Education Newsletter. School-Within-A-School Program, Department of Education, Queens College, City University of New York, Flushing, New York 11367. Articles dealing with techniques, methods, and resources contributing to effective open education.

Outside the Net. 223 Delta Street, #112, East Lansing, Michigan 48823. Edited from a radical perspective, this magazine attempts to both analyze and reveal the dominant educational system and work to create a new one.

The Red Pencil. Radical Teachers Group, c/o Phyllis Ewen, 131 Magazine Street, Cambridge, Massachusetts 02139. Put out by an education-oriented collective running a storefront center for teachers.

The Teacher Paper. 3923 S. E. Main, Portland, Oregon 97214. Articles on wide variety of subjects of interest to classroom teachers.

This Magazine Is About Schools. 56 Esplanade Street, East, Suite 301, Toronto 215, Ontario, Canada. One of the most well known of the alternative schools journals, containing both reflective articles and news of the movement.

ORGANIZATIONS

Center for Humanistic Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002.

Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. Has developed a number of exciting, innovative curriculum packages, including Man: A Course of Study, the popular but controversial multimedia curriculum for fifth graders dealing with the nature and development of man.

EPOCH (Educational Programming of Cultural Heritage), 1033 Heinz Avenue, Berkeley, California 94710. A center utilizing a variety of media to stimulate Berkeley students' understanding of history and cultures; also conducts inservice teacher training. Brochures available.

ES/ESTPP (Environmental Studies/Earth Science Teacher Preparation Program), Earth Science Educational Program, Box 1559, Boulder, Colorado 80302. Since developing the Earth Science Curriculum Project materials, the staff at this center have moved into affective education for students and teachers, under a grant from the National Science Foundation.

Evergreen State College, Olympia, Washington 98501. A new state-sponsored four-year college in Oregon that is being developed along lines consistent with the open/free/alternative education movement.

National Consortium on Educational Alternatives, School of Education, Indiana University, Bloomington, Indiana 47401. An open, ad hoc group of schools, organizations, and individuals interested in the development of alternative schools within public and parochial education to provide options.

New Schools Exchange, 301 E. Canon Perdido, Santa Barbara, California 93103. In addition to its newsletter and directory, mentioned elsewhere in this bibliography, the Exchange publishes a variety of papers and other aids dealing with experimental education.

The New School of Behavioral Studies, University of North Dakota, Grand Forks, North Dakota 58201. The first in the nation, the New School was assigned the task of developing, conducting, and testing an experimental new curriculum and methodology designed to prepare an appropriate new kind of elementary school teacher for North Dakota public schools.

Portola Institute, 1115 Merrill Street, Menlo Park, California 94025. Sponsors a number of operating experimental programs, as well as publishing the Big Rock Candy Mountain.

Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. Conducts teacher training programs and a variety of curriculum analysis and other projects related to environmental and social studies; publishes a free newsletter tri-annually.

Summerhill Society, 339 Lafayette Street, New York, New York 10012.

Teacher Dropout Center, Box 521, Amherst, Massachusetts 01002. Places teachers who have found it difficult to function in traditional schools.

The Teachers, Inc., 77 Madison Street, New York, New York 10002. Recruits, trains, and places "teachers in projects where they can act as allies of communities in their struggle."